

# Creating and Evaluating: Assessing Standards and Objectives

Designing curriculum that requires students to work in the upper levels of Bloom's Taxonomy in a standards-based environment.

Kyra Gunn, NCAGT, 2016

When I die, I hope it is at a faculty meeting or teacher inservice because the transition from life to death would be so subtle



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user card

Campaign for America's Future | 

INSIDER



**"We teach the impact of wars, develop  
collaborative skills..."**

## Additional but important learning

“NASA is engaged in very active research. It has as its goal to explore space. But to do so, you’ve got to do all kinds of research – biological research, physical research and so on. So it’s really a very, very intensive research organization. And anytime you have any type of intensive research organization or activity going on, new knowledge is going to flow from it. ”

Dr. Michael DeBakey

# Me - Variety of Experiences

Studied at UNC Charlotte, Student exchange to Kingston Polytechnic London, England the year they instituted a national curriculum

Tutored at Sylvan Learning Center - skills based instruction

Twentieth Year teaching in NC (Charlotte Meck, Union County) Various demographic groups

Three boys, married - important to my development too

Coached an Odyssey of the Mind Team that won first place at World Finals, competing against 60 other teams from around the world, 2nd place went to Shanghai, China

Gifted Ed Cert from Wingate





# My Teaching Situation - Poll the Audience

Gifted Education Teacher - Resource Room setting

I teach 4th math, 4th reading, 5th math, 5th reading

I am the teacher of record for these subjects. The students do not do the work of the regular classroom teacher for those subject. My schedule drives the upper grades schedule. When I teach 4th grade reading, all 4th grade teachers are teaching reading.

Implications: I must grow learners who are already above grade level in four tested sections.... more than any other teacher in the school.

# EVASS Scores as Evidence

Principals and upper administration want our students to show growth as evidenced by the End of Grade or End of Course tests.

So.. we must help students master the Common Core Standards

However, if we design our curriculum correctly, we should easily be able to do this without limits to learning (specifically those imposed by multiple choice activities).

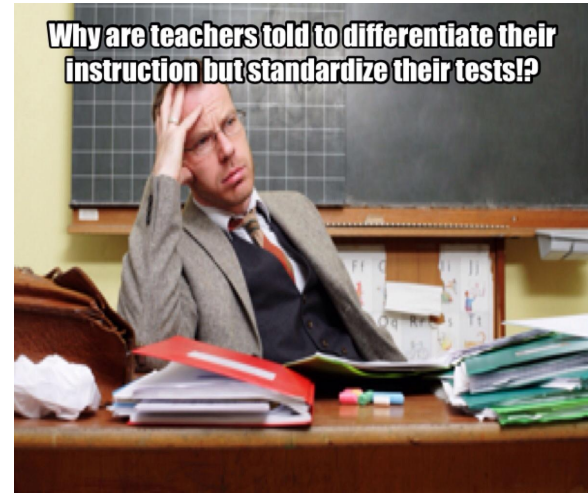


# Notes about Curriculum and Standards

We do not TEACH standards..... we teach students.

We do not teach a curriculum... we use resources (hopefully many) to help students master the standards... and so much more than the standards.

Our curriculum may be slightly different for individual students though we want them to master the same standards and may even use some of the same resources.



# My Standard Resources:

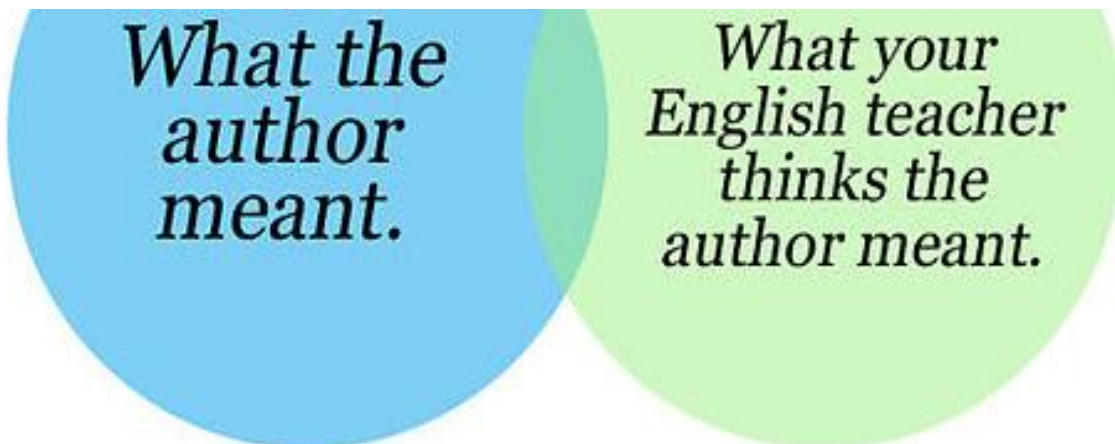
1. Michael Clay Thompson's Language Arts Programs (grammar, vocabulary, reading trilogies, writing resources)
2. William and Mary Language Arts Units for High Ability Learners (Patterns of Change and Literary Reflections)
3. Jacob's Ladder Language Reading Comprehension Levels 1, 2, and 3
4. Jr. Great Books

Singapore Mathematics Program

Teacher must be complete expert (on the content), but experience it all with the students as if it is their first encounter.

Our work is done in the hours long before the actual contact with the student.

We must design lessons that allow the students to explore, discover, equate, master, and create...while we guide... but never tell!



*What the  
author  
meant.*

*What your  
English teacher  
thinks the  
author meant.*

**For instance: “The curtains were blue.”**

*What your teacher thinks: “The curtains represent  
his immense depression and his lack of will to*

# Upper levels of Bloom's Taxonomy

## Revised Bloom's Taxonomy

Relationship with Technology Applications

<b>Creating</b>	Designing, producing, organize, blend, re-write.	Poetry, invention, video production, photo book, podcast.	GarageBand, iMovie, blogs, iWeb.
<b>Evaluating</b>	Argue, critique, interpret, judge, measure.	Self-evaluation, allusions, group discussions.	Rubrics, Moodle activities, InspireData, NetTrekker.
<b>Analyzing</b>	Put into categories, select, take apart, classify.	Graphing, surveys, charting, questionnaires.	InspireData, spreadsheet
<b>Applying</b>	Implementing, using, executing, discover, discuss.	Collecting, diary, sculpture.	Database, Inspiration, Kidspiration, iPhoto, Keynote, Kidpix.
<b>Understanding</b>	Summarizing, paraphrasing, group, explaining.	Trends, consequences, cartoons; drawing.	Productivity Software, Kidspiration, Inspiration, Timeliner.
<b>Remembering</b>	Recognizing, listing, describing, finding.	Watching videos, looking at diagrams, books, reading.	Safari, WWW.

RBT Cognitive Level

also includes

with examples

and likely software used.

# Begin with the end in mind....

- a. When we return from the field trip to Barrier Island Environmental Education Center, you will **create an animal that is adapted to life in one or more of the ecosystems of a barrier island habitat.**
- b. After studying the planets in depth (including the physical makeup, distance from the sun, temperatures, rotation, revolution, etc) you will **create a new planet and place it in our solar system.**
- c. Following a study of the causes of the Revolutionary War, you will **draft your own Declaration of Independence, from some institution that you deem unfair.**



# Lasio-ovat-aca-don Recently Found



These lessons are easy to think about with real content such as science and social studies,  
but how do we accomplish this with the Common Core Mathematics and reading standards?

This is important! It is the bulk of what students are expected to do, but as gifted education teachers it is our responsibility to have students working in the upper levels of Bloom's Taxonomy.

The standards aim for college and career readiness, but we should aim for entrepreneurship and innovation.....



# Fallen victim ....

With the introduction of the Common Core Standards and the emphasis placed on EVASS, I fell victim to the desire to be “in the blue.”

I gathered multiple choice materials to check for understanding.

Thinking limits of that: remembering, understanding, applying, analyzing.

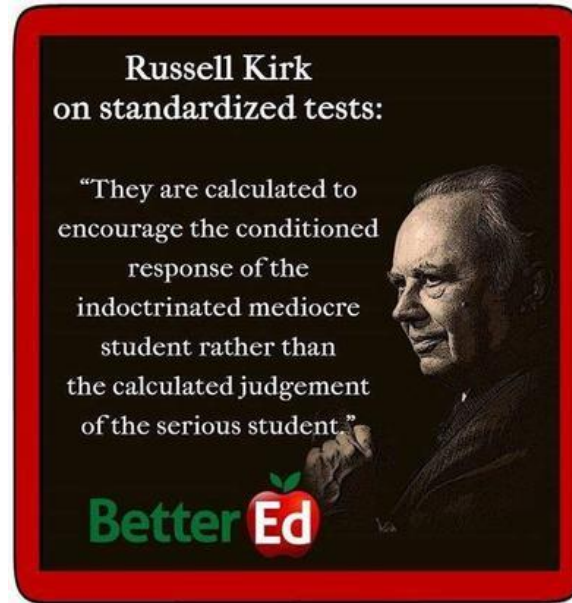
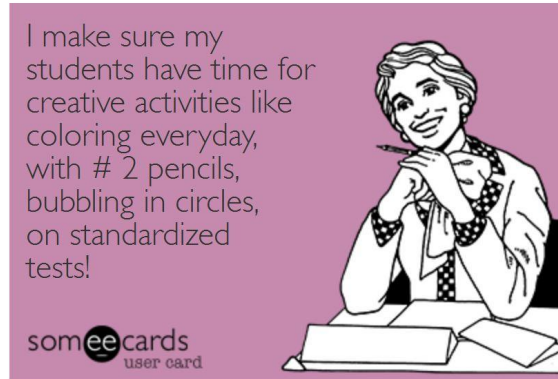
Evaluating was only evident in this way...

how is the writer of this question trying to trick me?

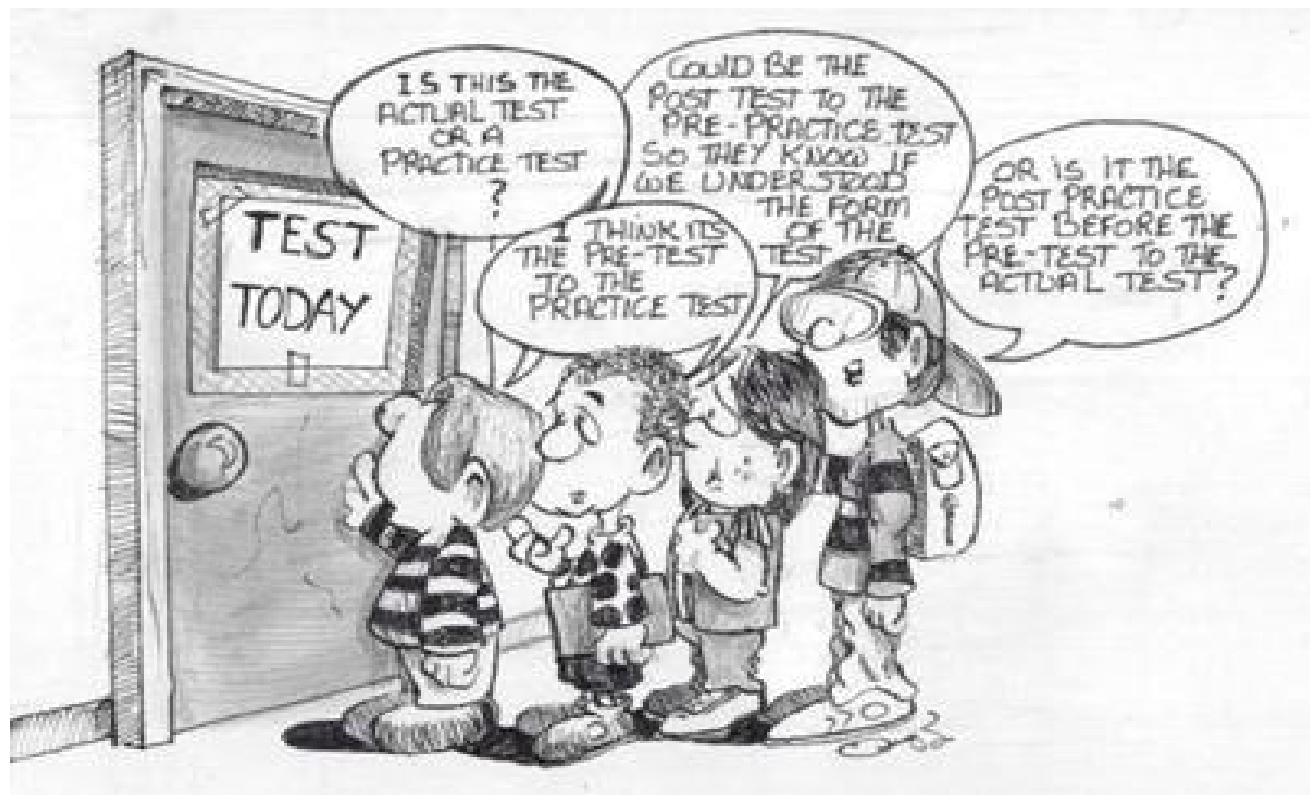
Creating was non-existent.



I was going to make a group of great test takers, but not a group of thinkers or creators, innovators, or risk-takers



If the purpose of the Common Core Standards is College and Career Readiness, then I needed to get out out the test taking version of if it... my students can already do that... but to show growth I needed to take them beyond the standards at the understand and analyze levels of thought.



We want to create a drive in students, not create learned helplessness.

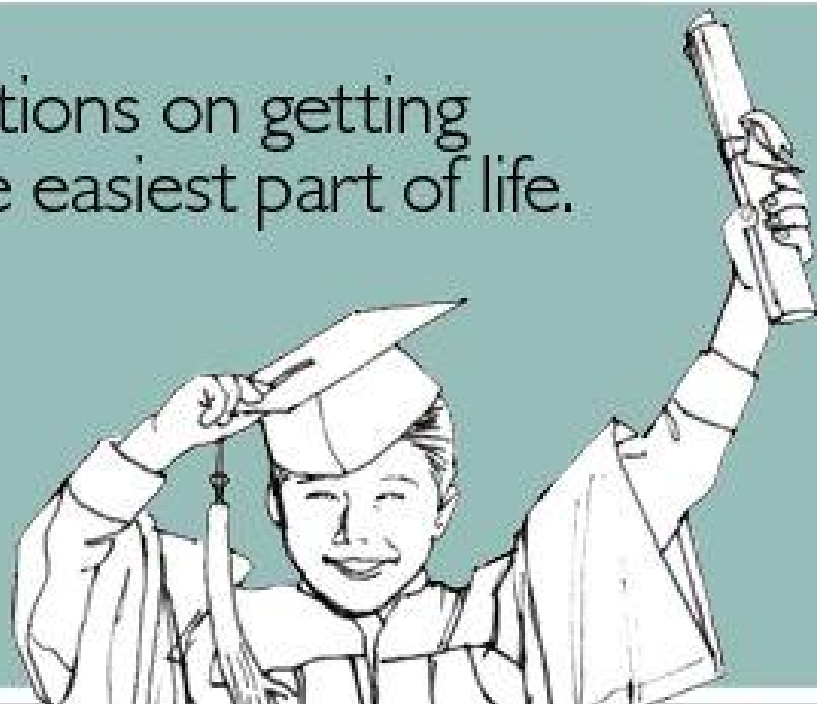
Empower your learners.

Let them try and fail, and try again



Congratulations on getting  
through the easiest part of life.

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The following curricular units are my response to this need.

Plan like NASA... a goal in mind...but many opportunities for additional learning.



# Make a Word

First week of 4th grade - Using my resources (MCT grammar, vocabulary, poetics)

Weekly, monthly, yearly progress

End of 5th Grade - [https://docs.google.com/document/d/1slgRRSuXjc3bdallwFb7Cuia\\_uGdiX3cY\\_7GyY7QlOk/edit](https://docs.google.com/document/d/1slgRRSuXjc3bdallwFb7Cuia_uGdiX3cY_7GyY7QlOk/edit)

(see... Standards are there, I'm still using my curricular resources, but I am creating a curriculum that causes students to work in the upper levels of Bloom's taxonomy)

# Sample of Dictionary Entries

Sam's Word - Paks

Natalie's Word - Lought



# How To Do This With The Emphasis on Close Reading

Start with the end in mind.... standards, social objectives, technology resources, skills, process skills

What do I want the students to be able to do? What can they create?

How will I know if they can?

Enlist their help.

# Alice In Wonderland

[The Assignment](#)

[The Standards](#)

[The Breakdown - skills, gradual release,](#)

[The Rubric](#)

The Additional Learning

How it was like the Moon Initiative

# Alice - The Assignment



Kyra Gunn  
Dec 2

DUE DEC 3, 20

## Alice In Wonderland

After reading Alice's Adventures In Wonderland, write a new scene that would fit into the story.

1. Set up the scene (location, situation)
2. Choose character/s to have a conversation with Alice
3. Include the "voice," actions, attitudes of the character.
4. Include a homonym, malapropism, idiom (or other figure of speech), or pun that causes the conversation to be confusing. to one of the characters.
5. End your scene in the same way/style Lewis Carroll ends the scenes or chapters in Alice

Edit for proper format, grammar, and spelling.. Use quotation marks and punctuation correctly.  
After turning in your story, get an index card and illustrate your story, keeping to the style (black and white, detailed) of the original illustrator.

9

DONE

6

NOT D



### Homonyms, Homophones and Homographs

<https://www.spellingcity.com/homophones-and-homonyms.html>



### Link

<http://www.gscdn.org/library/cms/99/22699.pdf>



### Idioms for Kids

<http://examples.yourdictionary.com/idioms-for-kids.html>

# The Standards

## Key Ideas and Details:

CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## Craft and Structure:

CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

# The Standards Continued

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCSS.ELA-LITERACY.RL.4.8 (RL.4.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# Analysis

Author's Craft

Included in Alice In Wonderland.

Literary Devices	Other
* Spondee	* growing / shrinking
* illustrations	* magical objects Fan, cake, drink
* simile	* fantasy settings
* dialogue * Alice's	* talking animals
talks to herself some	* definitions
(advice, wants to sounds)	* <u>Alice</u> overgeneralizes "aux pas" - social mistake "rambling" - <u>Antipathy</u> / word choice
* malapropism (Antipathies)	(Nonsense) - Ridiculous, humor
* author speaks to reader	- Alice always wishes she hadn't done something...
* Alliteration	(B, I) - verbal / program puppy

Rabbit Mouse

I'm not sure who I am  
Nonsense

Confusion  
Humor

Other

Logic - the  
Does it mean the  
same to say what  
we mean & mean  
what we say?

Alice

Alice as a serpent  
Magical food & drink

→ changing / shrinking  
growing

→ self-awareness

→ non-sense

- Identity: I'm not myself

\* Madness

Unusual!  
no sense  
subjects less  
lesson

Gryphon  
- doubling  
- post grammar

Mock Turtle  
- tearful / sorrow

King / Queen

Cards - 2, 7, r  
Lobster

Polite  
Rude / Accurate  
behavior

switching seats

Fantasy, 3rd person, authors sometimes  
talks to reader

# Alice

## Integration of Knowledge + Ideas

Fiction

Include these:

What the text say:

RF1 - Literally

Creation  
Creation  
plot - Where will my scene fit?

RF2 - NT  
Theme

RF3 Char / Settings

Nonsense  
Madness  
Growing Up  
Politeness  
Ridiculous  
Rules  
Stick to characters that  
Base on Carol's Ideas

How the text says it:

RF4 - Word choice

Use types of words used...

RF5 - Structure -  
Introduction  
Dialogue  
Description

Setting, meeting  
characters,  
dialogue  
confusion, exit

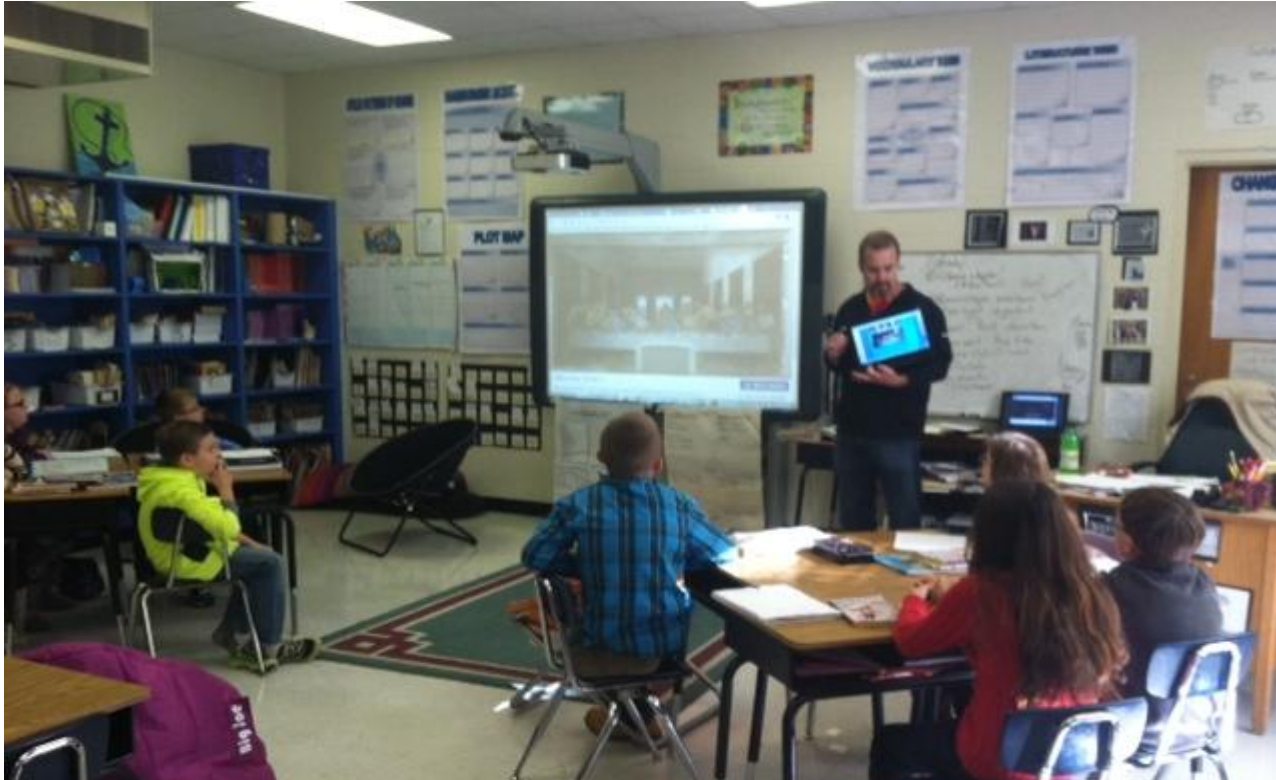
RF6 - Point of view  
- 3<sup>rd</sup> person limited  
- Narrator follows 1  
main charac.  
- Talks to reader

- Talk to reader  
- follow Alice



# Consult with experts

RL 7





# Individual Assignment

Daniel's Chapter

Kristen's Chapter

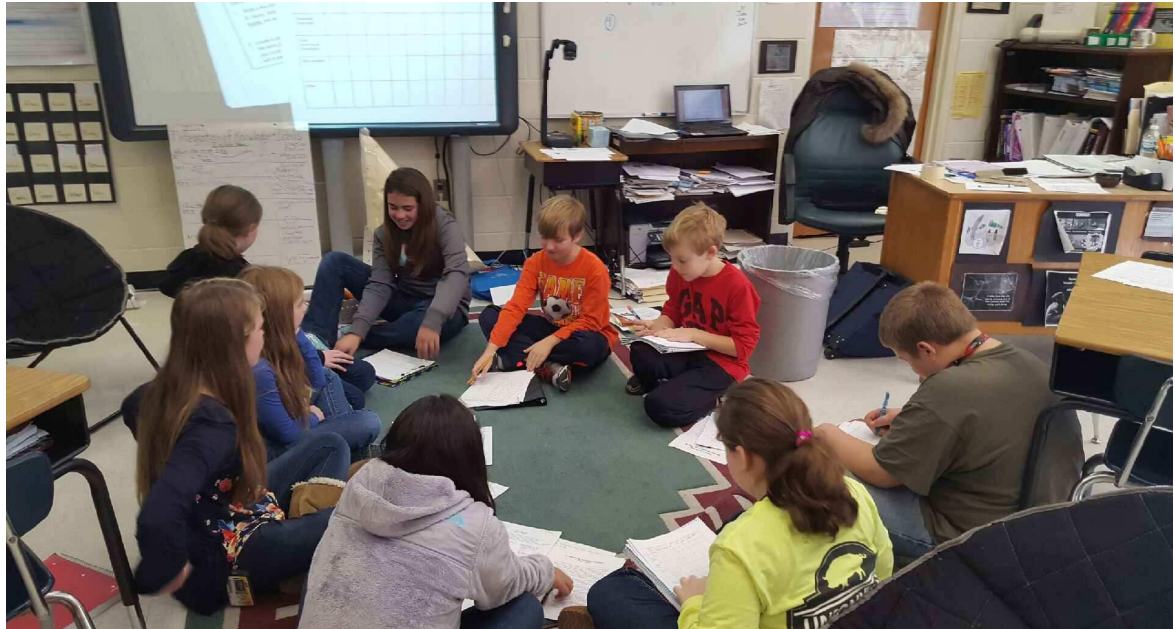
Emma and Aubrey's Chapter

# Gift of the Magi

## Assignment

## Close read and analysis... jigsaw

## The Rubric



# The Gettysburg Address

[Google Classroom - Progression of Assignment](#)

Create your own propaganda - Commercial

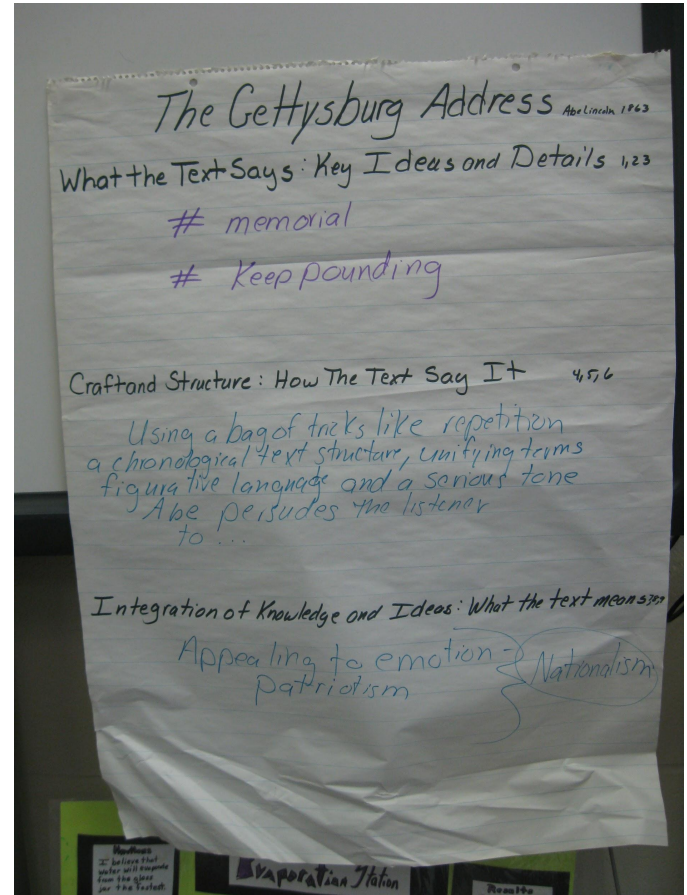
Evaluate Superbowl, children's toy, election ads

Learn advertising lingo and political spin

Create Rubric

[Use Wevideo to create a commercial for the](#)

[object you have been assigned.](#)



Literature is a great platform for helping children notice external influences. They must learn to think for themselves.

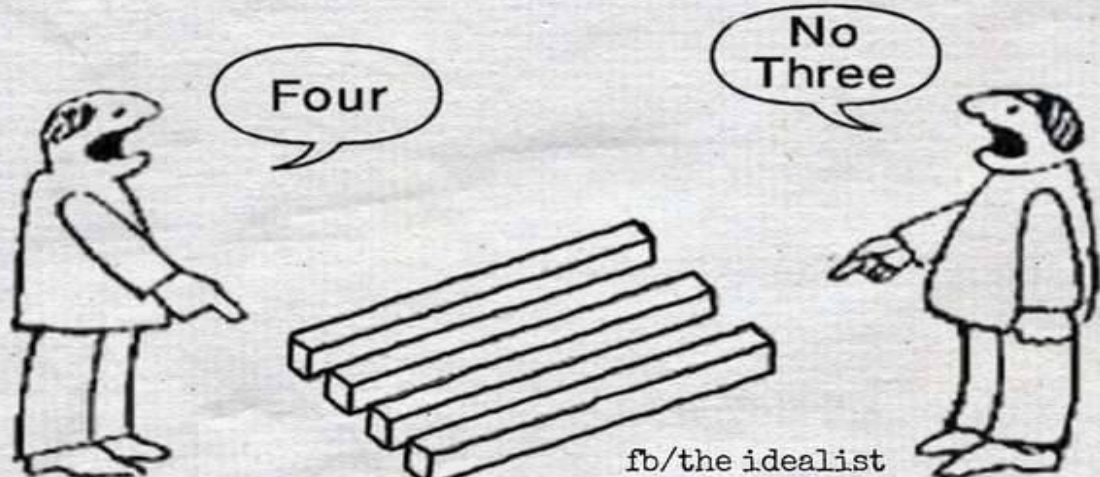


"THE TROUBLE  
WITH QUOTES  
ON THE  
INTERNET IS  
THAT YOU CAN  
NEVER KNOW  
IF THEY ARE  
GENUINE."

ABRAHAM LINCOLN

**"Everything we hear  
is an opinion, not a fact.  
Everything we see  
is a perspective, not the truth."**

- Marcus Aurelius



fb/the idealist

Chose carefully, choose classics, choose important works.



# Charles and Other Essays

Creating an argument and Evaluating evidence... The MLA Essay

I teach MLA format.

4-5 formal Essays each year. No better way to encourage the “close read.”

What is the theme of Call it Courage?

Prove that Shirley Jackson provides enough evidence to prove the identity of Charles in her short story of the same name.

After reading The Secret Garden and the articles about roses, who is the symbolic rose of Misselthwaite Manor.

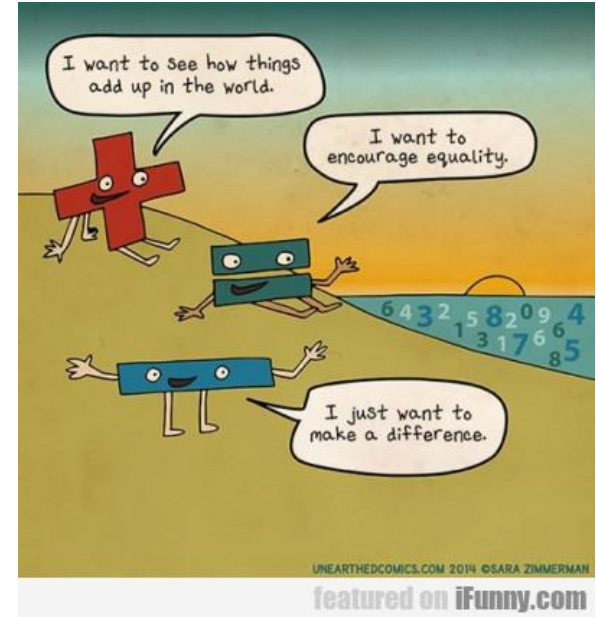


# What about Math?

## Area and Perimeter - The Apartment Problem



“Who is putting all the Math books  
in the Horror section?”



# Teach Students to Simplify Fractions

## Madison's Project

Mr. Bradley from Microsoft came help Kristen create her project using code.



## Create Your Own On-line Fraction Game

Evaluate: Investigate each of the following [links](#). Each takes you to a site where you practice writing fractions in simplest form in some way. For some you may have to choose an advanced "level" to get to a section where you are actually renaming or simplifying fractions. Play each game (application) . Rate each on the chart you have been given (evaluation). Pay attention to the attributes you like about each. You may use those or a modified version of them in your own game.

Create: After evaluating each website, create your own simplifying fractions website. Think about the layout of your page and how it would both "teach" and "test" simplifying fractions.

Option 1 - In your Google Class site, open the assignment. It will give you a presentation template. Use the pages of this presentation to create, draw, import and write a "story board" for your new webpage. At the bottom of the pages (or using comments, etc) explain how to play your game. Include the features of each page, what buttons to click, etc. Explain how it would "teach" the skill and/or how it would help students correct incorrect answers. Be creative, but realistic. Use the Web Site Evaluation chart. Make your web page a 5 out of 5 in each of the categories listed. There is a sample game attached for you to see, but do not copy it! Be creative and create your own!

Option 2 - Use Scratch.mit.edu to actually build your own game that can really be played and shared! Your game must accomplish all of the criteria on the evaluation sheet. Make it a 5 out of 5 in each category. Be sure to write great instructions!

Remember to create your game around a theme that will draw learners in and make them want



# Game for Measuring Angles

[Sample Project](#)



# Tower Building Competition



# M & M Math

Original Assignment

Scratch.mit.edu version

[Cassie's Project](#)

[Ryleigh's Project](#)

# Create your own Hierarchy for Triangles

**Triangle Hierarchy**

File Edit View Insert Format Arrange Tools Table Help All changes saved in Drive

```
graph TD; Triangles --> Isosceles; Triangles --> Equilateral; Triangles --> Scalene; Isosceles --> RightIsosceles[Right Isosceles]; Isosceles --> ObtuseIsosceles[Obtuse Isosceles]; Isosceles --> AcuteIsosceles[Acute Isosceles]; Scalene --> RightScalene[Right Scalene]; Scalene --> ObtuseScalene[Obtuse Scalene]; Scalene --> AcuteScalene[Acute Scalene];
```

The diagram illustrates the classification of triangles based on their side lengths and angles. The hierarchy is as follows:

- Triangles**
  - Isosceles**
    - Right Isosceles**: A triangle with two equal sides (1 cm) and two equal angles (45°).
    - Obtuse Isosceles**: A triangle with two equal sides and one obtuse angle (120°).
    - Acute Isosceles**: A triangle with two equal sides and three acute angles (40°, 40°, 80°).
  - Equilateral**: A triangle with three equal sides and three equal angles (60°).
  - Scalene**
    - Right Scalene**: A triangle with three unequal sides and one right angle (90°).
    - Obtuse Scalene**: A triangle with three unequal sides and one obtuse angle (110°).
    - Acute Scalene**: A triangle with three unequal sides and three acute angles (30°, 40°, 110°).

# Your Turn...



Caution: All creations are not created equally. Writing a cinquain about the Declaration of Independence is not creating what you want it to.

What do you want students to learn? How will you know if they have?

What resources do you have? What resources do you need?

What standards (language, too) will you address? What social skills?

What can students create? What can they evaluate?

How can they be involved in the learning process (create rubric, research, jigsaw method)?

# These are UNITS, not lessons

They take time and intentional, intensive planning.

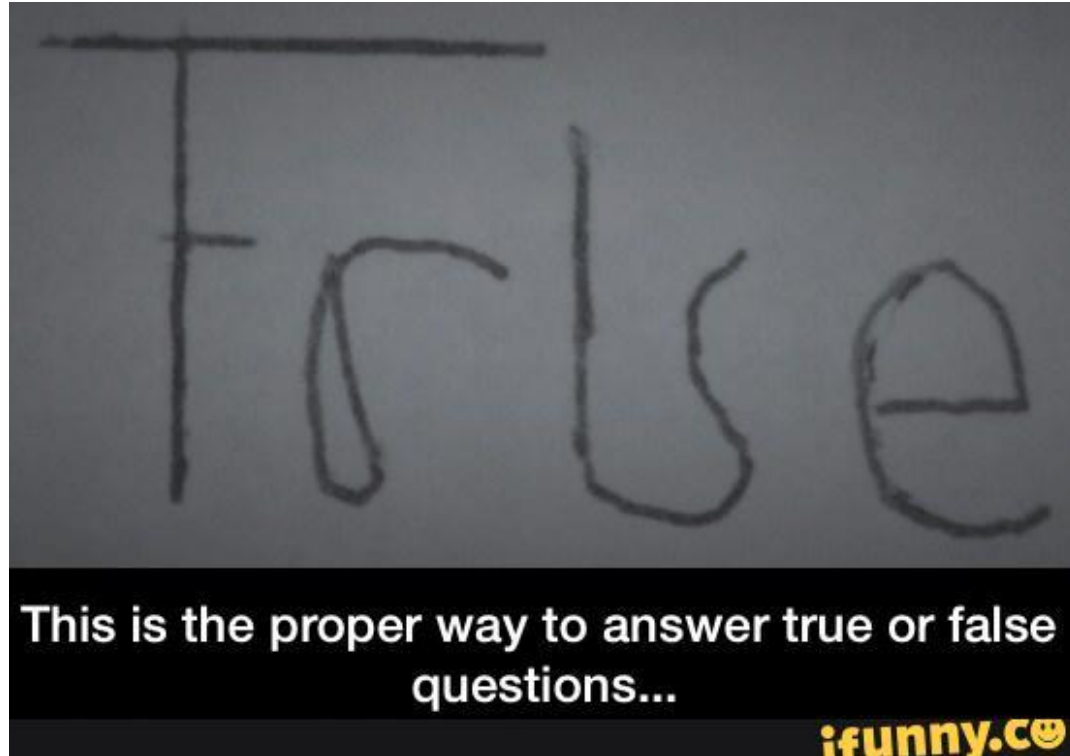
Use many resources and lessons designs.

Celebrate the culmination .

Use multiple choice assessments to check for understanding along the way, but not as the end goal.

I did for the Gettysburg address (paraphrase of each line), each math concept, many of the reading selections.

Make them think about answers and tests in different ways.







# They need to know that we are smart too.

Student: Can I borrow a pencil?

Teacher: I don't know. *Can* you?

Student: Yes. I might add that colloquial irregularities occur frequently in any language. Since you and the rest of our present company understood perfectly my intended meaning, being particular about the distinctions between "can" and "may" is purely pedantic and arguably pretentious.

**Teacher:** True, colloquialism and the judicious interpretation of context help us communicate with nuance, range, and efficiency. And *yet*, as your teacher, my job is to teach you to think about language with care and rigor. Understanding the shades of difference between one word and another, and to think carefully about what you want to say, will give you greater power and versatility in your speech and writing.

**Student:** Point taken. *May* I have a pencil?

**Teacher:** No, you may not. We do not have pencils since the state cut funding for education again this year.

# Tools

Google Classroom and Google Docs

[Scratch.mit.edu](https://scratch.mit.edu) (+ [hour of code lessons](#))

<https://www.wevideo.com/>



# A few other things I believe...

